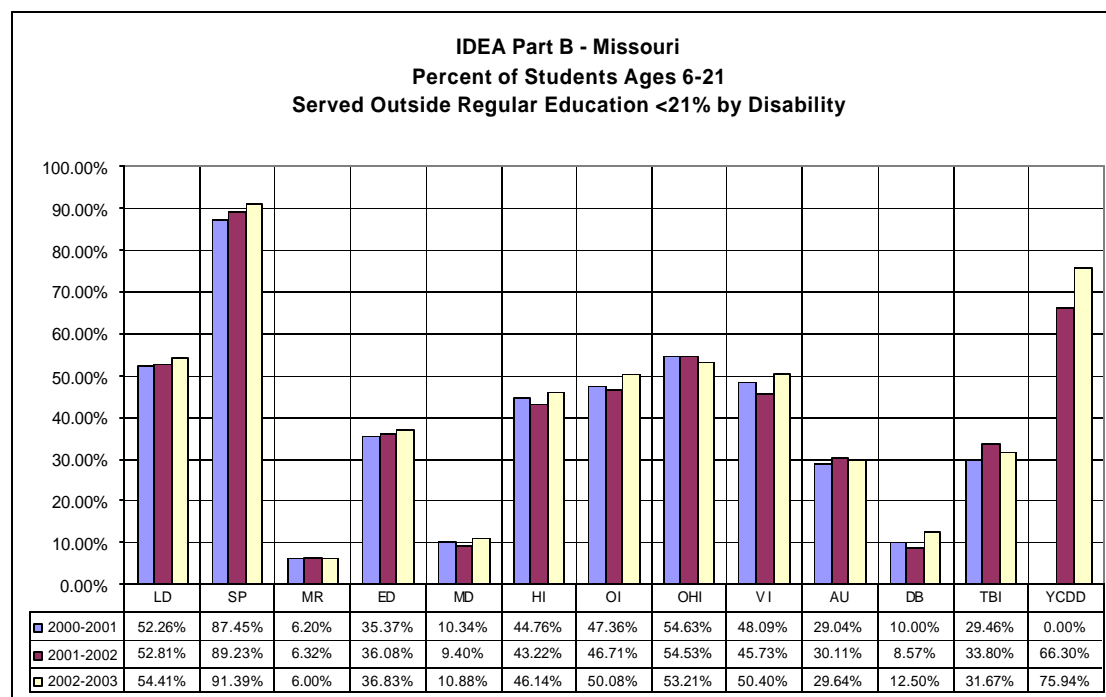
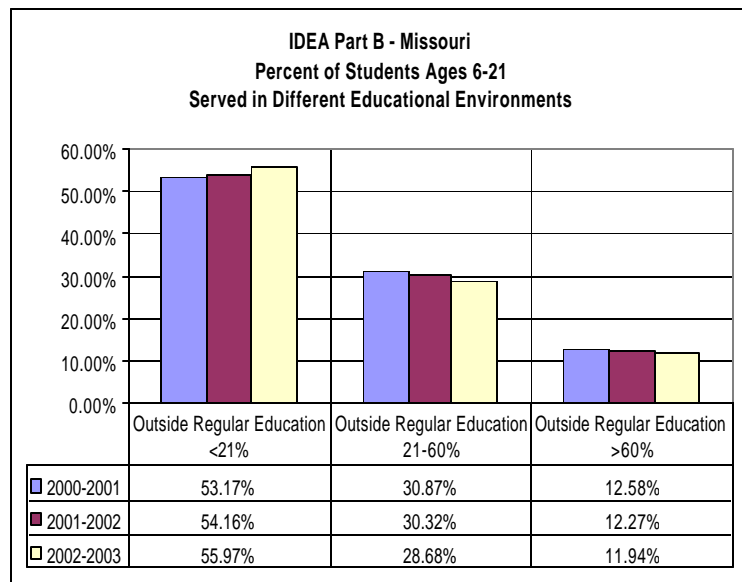


BF.V Children with disabilities are educated with nondisabled peers to the maximum extent appropriate, including preschool.**1. Baseline/Trend Data and Analysis (for reporting period July 1, 2002 through June 30, 2003):**School Age Data (Students Ages 6-21):

IDEA Part B Percent of Students Ages 6-21 Served in Different Educational Environments by Disability 2002-2003 School Year						
Disability Category	Outside Regular Class <21%		Outside Regular Class 21-60%		Outside Regular Class >60%	
	MISSOURI	US	MISSOURI	US	MISSOURI	US
Learning Disabled	54.41%	46.88%	38.08%	38.59%	6.86%	13.49%
Speech/Language Impairment	91.39%	86.96%	6.43%	7.53%	2.04%	4.69%
Mental Retardation	6.00%	10.94%	31.81%	30.52%	48.05%	52.63%
Emotional Disturbance	36.83%	28.76%	27.76%	23.01%	22.09%	30.66%
Multidisabled	10.88%	11.59%	18.38%	17.25%	47.54%	46.86%
Hearing Impairment	46.14%	42.99%	24.48%	19.29%	13.12%	23.65%
Orthopedic Impairment	50.08%	45.75%	25.04%	22.20%	15.79%	27.52%
Other Health Impairment	53.21%	49.54%	33.17%	31.37%	11.16%	15.27%
Visual Impairment	50.40%	52.52%	18.22%	17.31%	6.68%	16.57%
Autism	29.64%	24.66%	26.13%	17.82%	35.09%	45.52%
Deaf/Blindness	12.50%	17.56%	29.17%	19.97%	37.50%	32.25%
Traumatic Brain Injury	31.67%	28.45%	36.67%	34.77%	24.72%	27.84%
Young Child with Dev. Delay	75.94%	46.28%	15.00%	32.40%	8.44%	19.67%
All	55.97%	48.22%	28.68%	28.73%	11.94%	19.02%

IDEA Part B Missouri and United States Percent of Students Ages 6-21 Served in Different Educational Environments						
School Year	Outside Regular Class <21%		Outside Regular Class 21-60%		Outside Regular Class >60%	
	MISSOURI	US	MISSOURI	US	MISSOURI	US
2000-2001	53.17%	46.45%	30.87%	29.84%	12.58%	19.55%
2001-2002	54.16%	48.44%	30.32%	28.29%	12.27%	19.23%
2002-2003	55.97%	48.22%	28.68%	28.73%	11.94%	19.02%



Source of School Age Data:

- IDEA Part B Educational Environment (2002), Table AB2, Number and Percentage Served (Ages 6-21), by Educational Environment, Disability, and State at http://www.ideadata.org/tables26th/ar_ab2.xls as of 02/18/04.
- IDEA Part B Educational Environment (2001), Table ABB2, Number and Percentage Served (Ages 6-21), by Educational Environment, Disability, and State at http://www.ideadata.org/tables26th/ar_abb2.xls as of 02/18/04.
- IDEA Part B Educational Environment (2000), Table AB2, Number and Percentage Served (Ages 6-21), by Educational Environment, Disability, and State at http://www.ideadata.org/tables25th/ar_ab2.xls as of 02/18/04.

Notes: United States Percent Served in Different Educational Environments includes United States, District of Columbia and Puerto Rico.

Formulas:

- Percent of students served in educational environment by disability = (Number in placement by disability category/Total of all placements within disability category) x 100
- Percent of students served in educational environment = (Number in placement/Total of all placements) x 100
- Total placements=Outside Regular Class <21%, Outside Regular Class 21-60%, Outside Regular Class >60%, Public Separate Facility, Private Separate Facility, Public Residential Facility, Private Residential Facility, and Homebound/Hospital

School Age Data (Students Ages 6-21):

Data suggest Missouri demonstrates many positive aspects with regard to educating students ages 6-21 in more inclusive environments. For purposes of this analysis, educational environments relative to Outside Regular Education were compared to determine progress or slippage in ensuring students are educated in the least restrictive environment.

Comparison of Trends – IDEA Part B - Students Ages 6-21:

Three Year Cumulative:

- Missouri's Outside Regular Education <21% percent increased by 2.80%
- Missouri's Outside Regular Education 21% to 60 percent decreased by 2.19%
- Missouri's Outside Regular Education <60% percent decreased slightly by 0.64%.

In school year 2002-2003:

- Missouri's Outside Regular Education <21% percent was 7.75% higher than the United States and has remained higher for three consecutive years.
- Missouri's Outside Regular Education 21% to 60% percent was comparable to the United States and has been comparable for three consecutive years.
- Missouri's Outside Regular Education <60% percent was 7.08% lower than the United States and has remained lower for three consecutive years.

Resultantly, movement in these educational environments has been in the direction of less restrictive environments for students ages 6-21. Overall, Missouri compares favorably to the United States.

Disability Categories - Comparison of Trends – Missouri (IDEA Part B - Students Ages 6-21):

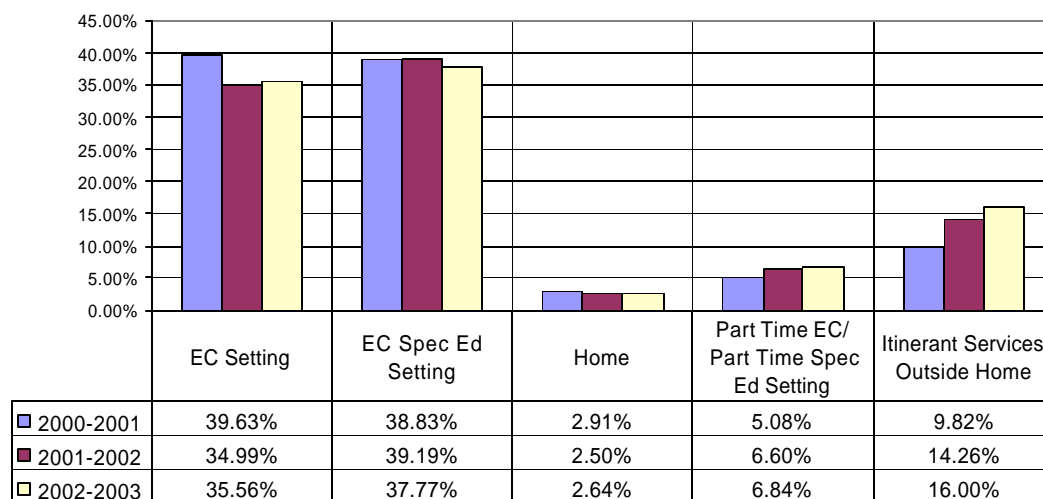
With respect to comparing Missouri trends in individual disability categories, the greatest improvements in placements Outside Regular Education <21% were in the disability categories of Learning Disabilities and Speech/Language. Cumulatively over a three year period, Learning Disabilities increased 2.15% and Speech/Language increased 3.94%. Since both of these categories represent the highest incidence rates in Missouri, when compared to all other disability categories, marked improvements in either represent gains in educating students with disabilities with non-disabled peers.

Early Childhood Data (Students Ages 3-5):

IDEA Part B										
Percent of Students Ages 3-5 Served in Different Educational Environments by Disability										
2002-2003 School Year										
Disability Category	Early Childhood Setting		Early Childhood Special Education Setting		Home		Part Time Early Childhood/ Part Time Special Education Setting		Itinerant Services Outside Home	
	MISSOURI	US	MISSOURI	US	MISSOURI	US	MISSOURI	US	MISSOURI	US
Learning Disabled	65.63%	44.05%	9.38%	27.73%	0.00%	1.42%	21.88%	20.43%	2.08%	3.52%
Speech/Language Impairment	68.70%	41.81%	7.06%	22.05%	0.68%	1.44%	5.29%	15.00%	18.06%	17.96%
Mental Retardation	12.90%	20.32%	48.39%	52.36%	0.00%	2.64%	25.27%	12.71%	1.08%	2.55%
Emotional Disturbance	45.95%	26.26%	24.32%	41.67%	0.00%	3.08%	21.62%	16.02%	0.00%	3.15%
Multidisabled	12.82%	20.92%	64.10%	48.22%	5.13%	4.81%	2.56%	9.26%	7.69%	1.82%
Hearing Impairment	23.19%	23.39%	36.23%	41.96%	0.00%	2.90%	10.14%	16.85%	1.45%	3.16%
Orthopedic Impairment	62.50%	31.22%	27.08%	40.84%	4.17%	2.93%	4.17%	14.79%	0.00%	3.01%
Other Health Impairment	43.28%	24.82%	27.61%	46.64%	3.73%	4.55%	20.15%	17.76%	2.24%	3.13%
Visual Impairment	30.77%	27.25%	34.62%	36.50%	3.85%	5.98%	15.38%	16.86%	0.00%	2.88%
Autism	20.14%	24.47%	57.55%	49.47%	2.88%	2.09%	15.11%	15.21%	1.44%	1.19%
Deaf/Blindness	0.00%	30.95%	0.00%	30.56%	0.00%	3.17%	100.00%	13.49%	0.00%	0.79%
Traumatic Brain Injury	16.67%	33.09%	50.00%	34.02%	0.00%	3.31%	16.67%	16.24%	0.00%	1.76%
Young Child with Dev. Delay	20.73%	30.51%	51.76%	40.08%	3.61%	5.33%	6.58%	15.04%	16.30%	2.51%
All	35.56%	35.39%	37.77%	32.04%	2.64%	3.06%	6.84%	15.08%	16.00%	10.00%

IDEA Part B										
Missouri and United States										
Percent of Students Ages 3-5 Served in Different Educational Environments										
School Year	Early Childhood Setting		Early Childhood Special Education Setting		Home		Part Time Early Childhood/ Part Time Special Education Setting		Itinerant Services Outside Home	
	MISSOURI	US	MISSOURI	US	MISSOURI	US	MISSOURI	US	MISSOURI	US
2000-2001	39.63%	35.86%	38.83%	31.36%	2.91%	3.00%	5.08%	15.15%	9.82%	9.65%
2001-2002	34.99%	36.87%	39.19%	31.38%	2.50%	3.08%	6.60%	14.21%	14.26%	9.53%
2002-2003	35.56%	35.39%	37.77%	32.04%	2.64%	3.06%	6.84%	15.08%	16.00%	10.00%

IDEA Part B - Missouri
Percent of Students Ages 3-5
Served in Different Educational Environments



Source of Early Childhood Data:

- IDEA Part B Educational Environment (2002), Table AB1, Number and Percentage Served (Ages 3-5), by Educational Environment, Disability, and State at http://www.ideadata.org/tables26th/ar_ab2.xls as 02/20/04.
- IDEA Part B Educational Environment (2001), Table AB1, Number and Percentage Served (Ages 3-5), by Educational Environment, Disability, and State at http://www.ideadata.org/tables26th/ar_abb1.xls as 02/20/04.
- IDEA Part B Educational Environment (2000), Table AB1, Number and Percentage Served (Ages 3-5), by Educational Environment, Disability, and State at http://www.ideadata.org/tables25th/ar_ab1.xls as 02/20/04.

Notes:

- United States Percent Served in Different Educational Environments includes United States, District of Columbia and Puerto Rico.
- In the State of Missouri, preschool is not mandatory, but districts must provide Early Childhood Special Education Services to families who qualify for and want them.

Formulas:

- Percent of students served in educational environment by disability = (Number in placement by disability category/Total of all placements within disability category) x 100
- Percent of students served in educational environment = (Number in placement/Total of all placements) x 100
- Total placements=Early Childhood Setting, Early Childhood Special Education Setting, Home, Part Time Early Childhood/Part Time Early Childhood Special Education Setting, Residential Facility, Separate School and Itinerant Services Outside Home

Early Childhood Data (Students Ages 3-5):

Data suggest Missouri demonstrates some progress with regard to educating children ages 3-5 in more inclusive environments. For this analysis, Early Childhood Settings, Early Childhood Special Education Settings and Itinerant Services Outside Home educational environments were compared to determine progress or slippage in ensuring children ages 3-5 are educated in the least restrictive environments.

Comparison of Trends – IDEA Part B - Students Ages 3-5:

Three Year Cumulative:

- Missouri's Early Childhood Settings percent decreased by 4.07%. It should be noted that from 2001-2002 to 2002-2003 the percent change was a decrease of 0.57% thus the significant decrease occurred from 2000-2001 to 2001-2002 (i.e. a 4.64% decrease).
- Missouri's Early Childhood Special Education Settings percent decreased by 1.06%
- Missouri's Itinerant Services Outside Home percent increased by 6.18%

In school year 2002-2003:

- Missouri's Early Childhood Settings percent was comparable to the United States (i.e. only 0.17% higher). However, it was not consistent the two previous years. In 2000-2001, it was 3.77% higher and in 2001-2002 it was 1.88% lower.
- Missouri's Early Childhood Special Education Settings percent was 5.73% higher than the United States and has been higher for three consecutive years. However, this gap has decreased over the past three years by 1.74%.
- Missouri's Itinerant Services Outside Home percent was 6.00% higher than the United States and has remained higher for three consecutive years.

Resultantly, the respective decrease of 1.06% in placements in Early Childhood Special Education Settings indicates some minimal progress with respect to children ages 3-5 as this placement can be considered more restrictive and thus less inclusive. An increase in Itinerant Services Outside the Home is also indicative of some progress as it is more inclusive. However, placements in Early Childhood Settings have decreased indicating some slippage has occurred with respect to educating children ages 3-5 in this more inclusive environment.

Monitoring Data:

Special Education and Related Services 6 -- Children with disabilities are provided supplementary aids and services, accommodations and modifications to support success in regular education settings

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	94	32	7	1	1		34.0%
2002-2003	92	33	33				35.9%

Special Education and Related Services 7 -- The IEP provides for involvement and progress in the general curriculum.

Indicator B 107030 - Demonstrate involvement in general curriculum

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	93	4	0	0			4.3%
2002-2003	99	5	5				5.1%

Least Restrictive Environment 1 -- Regular and special educators collaborate at all levels to help children with disabilities receive appropriate services and progress in the general curriculum.

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	95	37	8	2	2		38.9%
2002-2003	99	41	11	2	2		41.4%

Indicator B 105300 - Child's regular education teachers(s) involved in individualized education program (IEP)

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	95	13	1	0			13.7%
2002-2003	96	5	5				5.2%

Indicator NR 300200 -- The agency's regular and special educators collaborate at all levels to help children with disabilities receive appropriate services and progress in the general curriculum.

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	Not reviewed						
2002-2003	88	1	0	0			1.1%

Least Restrictive Environment 2 -- The percentage of children with disabilities served at each point of the placement continuum is comparable to statewide data.

Indicator Perf 200200 -- The percentage of children with disabilities served at each point of the placement continuum is comparable to statewide data.

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	101	38					37.6%
2002-2003	94	34					36.2%

Indicator Perf 200210 -- The percentage of ECSE children with disabilities served at each point of the placement continuum is comparable to statewide averages.

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	Not reviewed						
2002-2003	81	24					29.6%

Least Restrictive Environment 3 -- The percentage of children with disabilities in each disability category, served at each point of the continuum, is comparable to statewide data

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	Not reviewed						0.0%
2002-2003	94	17					18.1%

Least Restrictive Environment 4 -- Placement options along the continuum are made available to the extent necessary to implement each child's IEP, including community-based options for preschool children.

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	101	22	5	1	1		21.8%
2002-2003	99	33	32	1	1		33.3%

Indicator B 107800 -- Extent of non-participation in regular education

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	90	6	2	0			6.7%
2002-2003	96	20	19	0			20.8%

Indicator B 109200 -- Placement decisions:

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	93	11	2	0			11.8%
2002-2003	96	6	5	0			6.3%

Indicator B 109230 -- Based on continuum of alternative options:

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	13	1	1				7.7%
2002-2003	96	4	3	0			4.2%

Indicator B 109240 -- Based on the IEP with consideration of regular education classroom with supplementary aids and services

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	95	5	1	0			5.3%
2002-2003	96	4	3	0			4.2%

Least Restrictive Environment 4 (continued from previous page)

Indicator B 109260 -- As close as possible to the child's home and in school she/he would attend if nondisabled

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	93	5	0	0			5.4%
2002-2003	92	0					0.0%

Indicator Inte 308400 -- Results of interview indicate students with IEPS are placed in the least restrictive environment.

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	40	7	3	1	1		17.5%
2002-2003	42	9	8	1	1		21.4%

Least Restrictive Environment 5 -- Children with disabilities participate with non-disabled children in the full range of programs and services available in the district

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	95	12	2	0			21.8%
2002-2003	99	9	1	8			9.1%

Indicator B 108000 -- Addresses participation in program options, nonacademic and extracurricular services and activities

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	95	2	0	0			2.1%
2002-2003	96	2	2				2.1%

Indicator B 108800 - Special Education and related services are provided in accordance with the IEP

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	94	15	1	0			16.0%
2002-2003	95	7	7				7.4%

Least Restrictive Environment 5 (continued from previous page)

Indicator B 109250 -- Consideration of integration to maximum extent appropriate

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	13	0					0.0%
2002-2003	96	2	2				2.1%

Least Restrictive Environment 6 -- Related services are provided in a variety of settings, including the regular classroom where appropriate

	Total Districts/ Agencies Reviewed	# Districts out of compliance (Initial)	# Incomplete Follow-up 1 reviews for this standard	# out of compliance on completed Follow-up 1	# incomplete Follow-up 2	# out of compliance on Follow-up 2	% initial reviews out of compliance
2001-2002	80	16	2	1	1		20.0%
2002-2003	73	0					0.0%

Source: Missouri Division of Special Education - Compliance Monitoring System (CMS) as of 02/25/04.

Formulas: Percent of districts reviewed out of compliance = Number of districts out of compliance at initial review/Total districts reviewed

Data suggest improvements with regard to access to the general curriculum as indicated by decreases in the percents of districts reviewed out of compliance for indicators relative to Special Education and Related Services. Most districts have IEPs that demonstrate involvement in the general curriculum and most districts have regular educators involved with the IEPs. A relatively high percent of districts are called out on the percent of children served at each point of the continuum, but that is to be expected because the cut point is set at about the statewide average.

2. Targets (for reporting period July 1, 2002 through June 30, 2003):

Targets had not been set for the 2002-2003 school year. In order to merit a "Met" call on district monitoring standards for 2002-2003, the following conditions needed to be met:

- school-age incidence rates to be within +/- 2% for the corresponding statewide rates
- the percent of preschoolers served in early childhood special education to be between 2% and 8%
- the percent of special education students in regular class to be greater than 50%
- the percent of special education students in self-contained settings to be less than 15%
- the percent of early childhood special education students in ECSE settings to be less than 50%
- the percent in self-contained settings is less than 10% higher than the statewide averages for any category of disability

These conditions are not considered targets; rather they are minimum acceptable levels.

3. Explanation of Progress or Slippage (for reporting period July 1, 2002 through June 30, 2003):

The Division developed and provided training to facilitate least restrictive environment placements. Professional Development Trainings conducted during 2002-2003 are found in the table below. LRE continues to be a focus area for monitoring. Placements in Early Childhood Settings decreased indicating some slippage. The Division is presently exploring the possibility of requiring districts using more restrictive placements to attend Early Childhood Special Education LRE training.

Professional Development Trainings conducted during 2002-2003 include the following:

Training	Number of Trainings Conducted	Number of LEAs Attending	Number of Participants	Notes
Least Restrictive Environment in Early Childhood Special Education	11	33	222	Majority of participants were special education teachers
Least Restrictive Environment in K-12	9	18	133	Majority of participants were special education teachers

4. Projected Targets:

- Continue to increase placements of students with disabilities in more inclusive environments to provide access to the general education curriculum.
- Additional targets are included in the Future Activities table.

5 & 6. Future Activities to Achieve Projected Targets/Results and Projected Timelines and Resources:

See also GS.V

IP Key	Improvement Strategies (5)	Future Activities to Achieve Projected Targets (5)	Evidence of Change (4)	Projected Timelines & Resources (6)
2.3.1 BF.V BF.I BF.IV	A) Develop and implement professional development training curriculum on access to the general education classroom such as: <ul style="list-style-type: none"> • Differentiated instruction • Problem solving for high quality interventions • Quality eligibility determinations • PBS • Curriculum based measurement • K-12 LRE • ECSE LRE • MGO • Self-Determination • Differentiated Instruction for Vocational Education (K-4) 	2.3.1.1 Curriculum developed 2.3.1.2 Coordinated plan developed for training general educators with Title I, Leadership Academy, accelerated schools and RPDC 2.3.1.3 Regional, RPDC and in- district trainers identified. 2.3.1.4 Train the Trainer sessions conducted or RPDC consultants, Regional Trainers and In-district trainers. 2.3.1.5 Credential RPDC and regional trainers 2.3.1.6 Training in the nine RPDC regions and medium/large districts conducted 2.3.1.7 Impact of the training evaluated	<ul style="list-style-type: none"> • Web based software implemented • Distribute the special education district profile to LEAs via the web. • Placement rates indicate time spent outside regular education class is minimized 	Timelines: 2003-2004 Development of curriculum 2004-2005 Coordinated plan Resources: <u>Section Responsibility:</u> Effective Practices Compliance RPDC Consultants <u>Funding Type:</u> Part B SIG
2.3.2 BF.V BF.IV	B) Embed content of the curriculum in pre-service education coursework	2.3.2.1 Meeting convened with IHE representatives 2.3.2.2 Workgroup convened to develop strategies and timelines Appropriate areas in existing areas identified to embed strategies	<ul style="list-style-type: none"> • Pre-service education coursework includes information on students with disabilities 	Timelines: 2004-2005 Develop and plan timelines 2003-2004 Meet with IHE reps and train on seven curriculums Resources: <u>Section Responsibility:</u> Effective Practices <u>Funding Type:</u> Part B SIG